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Supplement
to
the
Report
of the
Chief Superintendent of Schools
for the
Year 1900

MEETING OUR EDUCATIONAL PROBLEMS

by

The Honorable Ivan Casey
Minister of Education

A SPEECH DELIVERED BEFORE THE
LEGISLATIVE ASSEMBLY BY THE
MINISTER OF EDUCATION IN MARCH, 1950.

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INTRODUCTION

THE financial stability of this Province, the credit for which must be given in large measure to the far-sightedness and business acumen of the Premier, means much to those of us who are engaged in the work of education in the Province, as I have been since 1924. I have seen the series of fluctuations in our economic life during the past twenty-five years which have spelt prosperity or poverty for the people of Alberta. I have seen the effects of an unstable economy, and have noted particularly the disastrous effects on education. I do not believe there is any department of Government on which a depression or a recession can have worse effects than on the Department of Education. Education is not a business that can stand the extremes of the boom and bust, as can some other phases of our economy. No one can feel happier than I at the splendid picture of Alberta's economic stability presented by the Premier in his budget speech for 1950, because we can rest assured that for the coming years we shall have consistent steady upward progress.

The Department of Education has the responsibility of distributing the largest share of the expenditure on income account of any department of Government. This year it amounts to \$11,220,770. Government expenditure for education has grown from \$2,428,000 in 1936 to \$4,655,000 in 1946 and to \$11,220,770 in the 1950 budget. Today, I want to give you a full and comprehensive report on how we plan to distribute that money.

A couple of years ago the newspapers gave me credit for making one of the shortest speeches ever delivered in this Assembly. I have taken very little of the time of the Assembly since making that speech, but today I intend to take the time to give you a full account of the work of a department which handles such a large share of government expenditures.

First of all, I wonder how many of you realize just how big a business education is in this Province. The vote in the estimates—\$11,220,770—does not quite show this up. Some time ago the following statistics were published by the Department of Economic Affairs. They deal with the processing of various raw products valuing hundreds of millions of dollars.

Industry	Plants	Persons Employed	Payroll
Meat packing	13	4000	\$ 7,000,000
Creameries and cheese manufacturing	112	2000	3,000,000
Bakeries	200	1000	2,000,000
Tanneries and clothing plants		1000	2,000,000
Vegetable processing	57	2000	3,300,000
Sawmills	700	8000	8,000,000
Miners		9000	21,000,000
Oil workers		4000	10,000,000

How does education compare with any of these businesses? Here are some figures from the budget and our Department of Education annual report.

Number of people employed in education	9,115
Annual payroll	20 million dollars
Total cost of education	30 million dollars

These are bigger figures than any of the industries quoted above. Education is clearly big business—not only big business but important business, because of the 826,000 people in Alberta, 175,300 or over 21 per cent are directly concerned with education and thousands of others are indirectly concerned.

Now I want to outline for you the responsibilities of some of the branches of this department and to explain the estimates for each. As I do this it is my intention to cover a five year period going back to 1946 and making my comparisons over this five year period.

GRANTS

EVERY year there is increased pressure on the government for more grants. This pressure is exerted in spite of the expanding amount voted in the budget for education. I have received direct requests, petitions, advertising, and letters appealing for increased school grants. I wonder how many of the people who forwarded these petitions actually know, or even have the slightest idea of the amount of the school grant contributed by the government in their Division! I wonder how many of them have made a study of education costs! Do they know anything about the picture as a whole or are they signing these petitions because someone handed it to them and they did not have the heart to refuse to sign it?

In 1946 the Alberta Educational Council held a conference to discuss all phases of education and at that meeting and since they have advocated that the Province meet 50 per cent of the cost of education. They realize, as do most people, that this demand does not mean 50 per cent straight across the board. They know and realize that this would not be fair and equitable. If we are even to approximate the implementation of the idea of "Equality of Opportunity" then we must base our grants in some way upon need.

While we are at this point allow me to discuss for a moment that oft repeated statement "Equality of Opportunity". What does it mean? Some people seem to be confused by that expression. Does it mean we are to build a Victoria or a Western Canada Composite High School in every town? Does it mean that we should try to have a Red Deer Composite High School in every School Division? Does it mean that every school should have a kindergarten? Does it mean that every country or small town school should have a domestic science room and an industrial arts shop? I think you will agree with me that it

does not mean this. I think you will also agree with me when I say that we should try to make available to the greatest possible number of our boys and girls the opportunity for high school education—this does not imply a full Grade XII program in all high schools, nor does it possibly mean that all the optional subjects must be taught in every high school. You can realize that to give everything in every small school is not feasible. Can we set up industrial arts shops and domestic science rooms in schools with an enrolment of 15 or 20 students? Such a practice would be wasteful. Sometimes pupils can be transported to larger centres but this is not always feasible. Clearly we must be reasonable in our interpretation of "Equality of Opportunity".

We must ensure that each school offers a basic program in harmony with the principles of progressive educational practice. To those schools who cannot afford to offer this program we must give additional financial assistance and to those who can afford an enriched program we must encourage them to do so. In implementing this policy of equalization it is only reasonable to expect that the grants for the optional courses cannot be on the same scale as they are for the essential and basic courses.

There appears to be in the minds of some people the notion, unfounded on fact, that the 50 per cent grant will solve all problems. Such a notion is far from the truth. We have heard on various occasions reference made to Ontario where the government is alleged to be financing 50 per cent of the cost including capital costs. Let us examine this assertion.

I will quote from the Globe and Mail, February 15, 1950, published just after the budget was introduced in Ontario. "Maybe we are going to receive a whole new deal on educational grants," asserted L. S. Davis, chairman of the largest school board in North York Township. "Assistance is appreciated."

"Grants have been terribly low. I hope this means much

more will be paid than in the past," stated Donald Russell, chairman of the school board in New Toronto.

"In fact," he said, "I can't see why the province does not take the full burden of educational costs. Municipalities are having a difficult time with new schools being built and costs so high."

Now let us look at another report from Ontario; this time the official report published by the Board of Education for the City of Toronto, 1948. Under revenue we find \$3,419,294 from Provincial grants and \$11,365,944 from municipal taxation, sundries \$453,233. The percentage of government grant to municipal taxation works out far below 50 per cent, in fact it is actually around 22 per cent. And this, as far as I can gather, includes the capital grants also.

The idea prevalent in the mind of many people is that if the government gives a 50 per cent grant the local taxes will go down. Is that correct? I asked the authorities from British Columbia and Ontario, both provinces allegedly on a 50 per cent basis, if local taxation has been relieved. The answer was No. In scarcely a single instance had local taxes gone down! Why? Because costs had gone up, and they are still going up. Increased services and increased costs of all services old and new preclude any chance of reducing local taxes to any extent. When the spiral of inflation stops and the situation becomes stabilized then increased grants may have a chance of reducing local taxation but not before that time. I hope that time has come this year. I hope that the rising costs have levelled off and that we can now concentrate on the expansion of essential services—relief of overcrowded rooms, purchase of better equipment and better school buildings.

Just a further look at the 50 per cent grants picture. School grants this year are \$7,850,000. Until we get school costs reports we shall not know the percentage of grants but

we do know that if costs had not risen the grant this year would have been 50 per cent of that of the year 1946, namely, \$15,397,163.

I attended a zone meeting of trustees from eleven Divisions last week. During the course of the evening each Division gave us a summary of their difficulties. I believe we could classify them briefly as—money—teachers—buildings.

I believe we who attended that meeting got a good over-all picture of their difficulties. I believe those men are sincere hard working trustees doing their level best to solve the problems. I have here, however, a summary from the grant statistics covering those Divisions represented at this meeting. Here is what I find.

The following figures cover eleven Divisions bordering on Edmonton, mostly north and west, some northeast of Edmonton.

1948		
Requisitions		\$1,261,488.60
Grants		1,488,608.37
Per cent of grant to requisition		118.00%
Per cent of grant of total expenditure		54.13%

1949		
Requisitions		1,433,456.80
Grants		1,409,969.61
Per cent of grant to requisition		98.36%
Or compared with the 50 per cent formula		49.59%

The highest grant was 70.99 per cent and the lowest 32.48 per cent.

Let me give you a concrete example of the grants paid to a Division in the very south of the Province. Here is what we find:

SCHOOL GRANTS FACTS

Fiscal Year	Expenditure	
	School Grants	Total Vote for Education
1935-36	\$1,451,080	\$2,428,010
1940-41	1,948,300	3,068,067
1945-46	3,087,620	4,654,762
1947-48	5,259,395	7,529,625
1948-49	8,119,999	10,710,089
1949-50	7,503,260	10,296,905
*1950-51	8,400,000	11,220,770

*Estimated 1950-51.

Year	Grants Paid
1946	\$ 61,455.34
1947	104,757.45
1948	115,470.90
1949	109,642.26
1950	121,000.00 (Estimated)

This, shows a 100 percent increase in the five year period.

Here is another example, also from the south of the Province.

1946	\$ 98,567.92
1947	166,865.33
1948	228,435.36
1949	*218,498.46
1950	230,622.45

*10 per cent cut in Section 4.

A final word on grants. Over a period of years we have found certain weaknesses in the grant structure. Difficulties arose almost entirely over one grant—the equalization grant. We found it necessary to revise and reword the grants Regulations and we hope some of the difficulties have been overcome. Unfortunately one cannot change a formula for grants and not affect some areas adversely. This is the case now, and under the revised regulations there are eight or ten Divisions which will not receive a higher grant in 1950 than they received in 1949. This is unfortunate. By and large most districts and divisions will receive a raise in grants.

I do not intend to go into the details of the Regulations but one or two points are worthy of mention.

- (1) The returns sent in covering the period July 1, 1948 to June 30, 1949 will form the basis of our calculation for 1950.
- (2) All grants (with few exceptions) have been paid to the end of 1949 and quarterly payments of the 1950 grants will be paid promptly, we hope, starting on April 1.

- (3) It has been necessary to change the regulations with respect to transportation as it applies to the equalization grant.

Undoubtedly we may have to make adjustments after these have been in force for a year. We intend to consult particularly the Secretaries of the school divisions and members of school boards with respect to the changed regulations and also with respect to the necessary forms that must be completed before grants can be paid. We trust that these forms have been simplified and clarified.

First Schools in Newly Organized Districts

As our settlers push out into the frontiers and take up homesteads, leases or agricultural leases, one of their first worries is the provision for schools. Over the past five years we have organized on an average from five to twelve new school districts each year. Generally speaking these areas have very small assessments, particularly since the new regulation for leases does not provide for the assessment of these lands for a period of years. They have no borrowing power and very little money is available from taxes. Usually these new school districts have been organized under an official trustee for a year or so, given support by the Department, then attached to some Division. In these cases the regulations provide for a grant for a first school. This has been kept at a maximum of \$1,000.

It is now proposed to alter the regulations concerning these new schools and I believe the change of policy will meet with the whole-hearted approval of the Divisions which have had to face this problem for a number of years. We propose to raise that grant to a maximum of \$4,000. With that amount together with some help from the local residents we feel that a decent school can be built and equipped. We do not consider that the Department should shoulder the whole burden. We believe the local residents can and should do something for themselves. They should clear, level and fence the land. They should

dig the basement, haul the lumber and other building material, assist in the actual erection of the building. Thus through the combined efforts of all we can undoubtedly build a substantial school in these new districts which will be a credit to the community. Furthermore it will be easier to get teachers if the school building and equipment are adequate.

We are convinced that this larger grant to new school districts will induce the Divisional Boards to accept more willingly these new districts within the Divisions because they will not be the financial millstone to the Divisions that they have been in the past. This step we feel will mark a real milestone in frontier progress.

SCHOOL ADMINISTRATION

THE School Grants Branch and School Buildings Branch have a full and a very important program of work before them.

As you already know, it is anticipated that with the Government assisting in school building, it will be necessary for the Department to have a larger supervisory staff to look after this work. We already check the plans submitted before construction begins but if we are to advance loans to finance school buildings, then we must also pay closer attention to the type of building, the plans and the cost of construction. We intend to add adequate staff to the School Buildings Branch to do this work.

Along with this there will be more work covering the issue of debentures. We already have a share in this work after borrowing is authorized by the Board of Public Utility Commissioners. Our School Administration Branch prepares complete and detailed information for investors when requested. We also perform a service in selling debentures and have had exceptionally good results in disposing of debentures issued. We feel that more school Boards should take advantage of this service. I might add that when school Boards are intending to take advantage of the new School Borrowing Assistance Act it will be necessary for us to scrutinize and check the debenture issues and to approve the terms of sale.

The Grants Branch has had a big job this year checking the effects on all districts of the revision of the grants regulation, preparing new forms for the revised regulations and at the same time catching up on the lag from previous years and sending out cheques on time. We are now in a position where practically all are paid up to date and we intend to keep them this way.

The formation of school divisions and the inclusion of towns and villages in the divisions is assisted by the School Administration Branch and involves considerable work. The preparation of statistics is also the work of this Branch. The Annual Reports of the Department are being made more complete and informative; that for the school year 1948-49 permits more detailed comparisons and provides more accurate analysis than ever before. Here are a few figures of interest:

Cost per pupil for province—1939.....	\$ 59.22
Cost per pupil for province—1949.....	142.64
Cost per pupil in Divisions—1939.....	46.41
Cost per pupil in Divisions—1949.....	158.23

Teachers' Salaries: 1949

All schools	\$2260
Divisions	2127
Cities and towns	2655

Highest salary for teachers with a second class certificate, \$3880, lowest, \$1712.

Number of School Districts included in Divisions by agreement:

Town Districts, 28
 Village Districts, 72
 Consolidated Districts, 20

Still Independent:

Cities, 7
 Towns. 26
 Village Districts 24,
 Consolidated Districts, 20.

Since June 30, 1949, two more town districts, Lacombe and Gleichen, and two more village districts, Carbon and Mundare, have been included.

TEACHERS

LET us turn for a moment to the teacher shortage as it exists today. Briefly I would like to outline for you the background of the problem and bring you up-to-date on this question.

First let me quote from an article in the A.T.A. Magazine of October, 1946. "Every person in Alberta interested in education acclaims and will uphold the undertaking of the Government to remit fees of students entering the Faculty of Education, provided that they enrol in courses leading to Junior Elementary and Intermediate Teachers' Certificates. This is the first progressive step taken to cope with the shortage of teachers. However, there is no evidence so far to support any predictions that a grant of \$150 through the remission of fees, will be sufficient inducement to lure hundreds of persons into the teaching professions.

"The shortage of teachers in Alberta numbers close to 1800. True, there are only 600 classrooms closed, but the actual shortage is approximately 1800. It is estimated as follows:

Classrooms closed	600
Classrooms closed and correspondence centres opened	250
Classrooms with teachers who—	
(a) have letter of Authority;	
(b) are married women teaching temporarily (estimated)	1000
TOTAL	1850"

That was the situation in 1946 when this Government took a progressive step to cope with the teacher shortage by remitting the fees of those taking the teacher training course. The cost to the government was \$31,000 approximately. In 1947 the Government took another step. It offered bursaries of \$200

each to a selected number of students as well as remission of fees. One hundred and eighty-two students took advantage of these bursaries in 1947-48. One year ago we went a step further. We offered remission of fees for all taking the one year course, continued the \$200 government bursary and in addition we offered to share the cost of bursaries of \$300 each with Divisions on a 50-50 basis. It was hoped that with local cooperation we would be able to increase the enrolment in the Faculty of Education still further.

The results have exceeded our highest expectations. Almost without exception school divisions participated in the scheme and a considerable number of independent districts also offered bursaries. Let us see if our efforts have been successful. Here are the figures:

Assistance	No. of Students	Cost to Government
Remission of fees 1949-50	449	\$59,971.50
\$200 Government bursaries 1949-50	119	23,800.00
Government and Divisional bursaries, 1949-50	307	46,050.00
		<u>\$129,821.50</u>

We have in the Faculty of Education today the highest enrolment of students in the history of teacher training in Alberta.

In the Junior, Elementary and Intermediate one year course 461
In all teacher training courses (some of 4 years) 1111

Now let us compare the figures on our teacher shortage for the years 1946 and 1950.

1946 rooms closed	600
correspondence centres	250
	<u>850</u>
1950 rooms closed	9
correspondence centres	259
	<u>268</u>

When the term ends in the Faculty of Education this spring the number of graduates will be such that it will be possible to fill every school in Alberta with a qualified teacher—not teachers in every case with the best qualifications, but teachers who have had teacher training, and are capable of doing a creditable job.

Our efforts to solve the teacher shortage problems were termed inadequate and in some cases were ridiculed. Remember we have not completed the job. We do not know how many young girls and married women will be leaving the profession in June. We are continuing our program and the sum of \$150,000 is again proposed for this purpose. I am sure that if we have the co-operation of school boards for another year the teacher shortage will no longer exist and we can then concentrate on another task—raising the standard of our teacher training.

At this point I would like to draw to your attention another item. In the past few years we have had applications from a large number of teachers in other provinces wishing to teach in Alberta. In fact over a period of years we have granted certificates and Letters of Authority to 533 teachers from other provinces. Why are they coming to Alberta? Why are two or three teachers coming to Alberta for every one who leaves Alberta to go to another province. We know it is not because there is a teacher surplus in other places. It is because they have found out that conditions are better here. Salaries, pensions, security of tenure, are better in Alberta than in other provinces, and these teachers know it.

Teachers' Salaries

Allow me to refer for a moment to the question of teachers' salaries. Since salaries make up 50 per cent to 70 per cent of the budget of most school districts this is of grave concern to all.

Most of you remember the situation back in the thirties. I certainly remember. I was teaching at that time, and not in

one of the poorer districts. I do not want to use statistics of that date but again I want to use the five year period for comparison.

Here are the salary figures for School Divisions, not towns and cities:

Year	Average Teacher's Salary
1945-46	\$1353.81
1946-47	1470.33
1947-48	1848.64
1948-49	2127.85
1949-50	Not available yet but in all probability the average will be over \$2200.

Figures do not always show a clear picture unless you know the story behind them. The figures I have quoted show a very sharp rise. There are a few factors which must be taken into consideration in this study.

- (1) In 1946 for instance there were many more supervisors who were getting small salaries. Many of these, probably 200-250 have been replaced by qualified teachers. This naturally raises the average salary.
- (2) Salary schedules covering Divisions have now been in effect long enough for the annual increments to raise the averages.
- (3) Many towns are now included in Divisions. In general these towns had a higher salary scale than the Divisions and their inclusion has increased the averages.

However, I believe that teachers have been given higher increases in salaries during the past five years than they received in any other five year period in our history. In general the minimum is \$1500, in a few cases it is \$1600, and a very few—some 250 out of 6000 teachers—are receiving below \$1500. This year signs are beginning to appear which show that the teacher supply situation is becoming stable. This is only natural since

we expect that the shortage we have experienced is practically over and, in another year will probably be ended.

However, I do not mean that we can now sit back and take things easy. I merely mean we expect to have teachers for all schools in 1951. I believe we all recognize that this is not enough. During the past few years there has been little attempt to raise the standard of the teacher training program. There has been little chance to do anything but accept a good share of those applying for schools or for entrance to the Faculty of Education. We must turn our attention to this matter.

Isolation Bonus

Many teachers in addition to receiving the regular salaries granted by the school boards receive in addition an amount varying from \$50 to \$250 per annum from the Provincial Government. This is the isolation bonus which has been granted for some years as an inducement to teachers to accept schools in isolated areas or schools which found it difficult to get teachers for other reasons.

In 1945-46 this payment went to 629 teachers and amounted to approximately \$45,000.

In 1948-49 it amounted to approximately \$58,000.

In 1949-50, the returns will not all be in until June but 709 schools are included.

Owing to changing conditions it is felt that this expenditure will not be as large in future and beginning in September 1950 the authorizations are to be curtailed. Doubtless many of these will be continued. Divisions will be notified before the close of the present term as to what schools will be left on the lists.

Teachers' Pensions

Let us look for a moment at teachers pensions. This is a very recent development in Alberta. It really started in 1939 with the passing of the first Pension Act under which there was granted in due course \$40 per month as a flat rate to teachers

retiring at the age of 65. Prior to this only the sum of \$3000 was voted—a compassionate allowance for a very few teachers. In 1939 the first vote for teachers' pensions was \$6,600. This gradually increased to \$45,000 in 1947, when the new Pension Act was enacted. In 1948 the vote was \$364,375, in 1949, \$460,375, and this year the vote—is \$587,300. Just consider what that means as a new item in a provincial budget year after year.

We have a good pension scheme, one of the best in the Dominion. A teacher on retirement at 65 will get 52½ per cent of his average annual salary over the best five years of teaching. Fifty-seven teachers have been granted pensions under this scheme, some are receiving as high as \$2,000-\$2200 a year. We were told this scheme would put teaching as a profession on a sound stable basis. I believe it has done a great deal to accomplish that but we must remember that it requires an item in our budget which will recur year after year on an increasing scale—it is an obligation which will have to be met each year whether we sell oil or whether we do not. It is one of those fixed charges which it is impossible to cut or avoid whether times are good or bad. It is one of the items in a budget which a Provincial Treasurer will say is a "must".

The Board of Reference which arbitrates cases of dispute between boards and teachers handled only three cases last year.

The various school districts, particularly the cities, have continued the practice of having exchange teachers; 17 were in the Province this year. This exchange is of mutual benefit to the provinces or countries concerned.

Our statistics dealing with the sizes of schools operating in 1949 reveal, by way of sample, as follows:

- 1 room schools 1867—a decrease over 1948
- 7 room schools 34—almost 100 per cent increase
- 11 room schools or more 50—a considerable increase.

Our enrolment by grades shows a higher percentage for the High Schools, a good indication of the trend towards a higher level of education. In Grades VII-XII the figure in 1949 was 36 per cent—a substantial increase over the figures a few years ago.

THE CORRESPONDENCE SCHOOL

FOLLOWING the question of teacher shortage let me deal with one of our branches which has given splendid service during this difficult period, when it was impossible to obtain qualified teachers. I am referring to the Correspondence School Branch. This Branch has been operating for a good many years and I anticipate it will always need to operate. This may appear strange to those who are not familiar with the work it does. Let me outline the work briefly for you:

- (1) It sends lessons to children in schools that are operating under supervisors.
- (2) It sends lessons to many pupils in isolated areas where schools are not available, or where the school has been closed.
- (3) It sends lessons to pupils unable to attend school on account of illness—in hospital or confined at home.
- (4) It sends lessons to pupils who have temporarily left the province but anticipate returning.
- (5) It sends lessons to high school students who cannot get all the required credits in schools they are attending.
- (6) It sends lessons to pupils who are working but who need further credits for diplomas.
- (7) It sends lessons to youths detailed at Oliver and to prisoners at Fort Saskatchewan and Lethbridge.

The operations of this Branch cover quite a broad field.

Let me show you what our efforts to reduce the teacher shortage have done to the records in the Correspondence School Branch. Naturally, as the supply of teachers increases the enrolment in correspondence courses goes down:

	No. of Centres	Elementary Enrolment	High School Enrolment	Total
1946-47	673	10,873	7,022	17,895
Feb. 1950	288	4,520	5,287	9,757
1949-50 (Sept.)	243	3281	5875	9176 ¹⁹
1950 (Sept.)	127	1828	4011	5839.

Nothing could illustrate better the improvement in the total situation in our Province.

I doubt very much if the enrolment will ever get below 5000 even when we have overcome the teacher shortage, but we shall try to bring it as low as possible while still giving a maximum of service to those who through unavoidable circumstances are forced to use correspondence courses. We anticipate that the costs of maintaining this Branch will continue to decline as they have done since 1948-1949.

SCHOOL-BOOK BRANCH

NEXT let us turn to a very important branch of this department, one which has given an excellent service of increasing importance year by year since it was established in 1915—the School-Book Branch. It is the Branch which handles the distribution of students' texts, library and reference books, as well as free readers to all schools from Grades I to VI.

It is the responsibility of the School-Book Branch to make available all titles recommended for Grade I to XII by the Department of Education, for students, teachers and school boards within the Province of Alberta. The primary objective is to purchase and distribute these school books efficiently at the lowest possible prices. Every effort is made through the media of catalog and correspondence to bring the wealth of available good books to the attention of school authorities and students.

Financially the School-Book Branch is self-supporting. That is to say all overhead cost of operations such as salaries, rent, transportation charges, interest on capital invested by the Provincial Secretary (a stock advance of \$400,000 yearly) and sundry other expenditures are defrayed from the sale of books.

Although the Branch is self maintaining, the Government does not desire that revenue be secured from the operation of this Bureau. This policy places the School-Book Branch in the advantageous position of being able to sell books at close to cost price. They have tried to operate without profit but in actual experience they have over a period of years turned over to the general revenue of the Province an average of about \$5,844.97 per year.

The development and growth of the School-Book Branch has been steady and marked. As a basis of comparison it may be pointed out that the net cash receipts from the sale of books

for the year ending March 31, 1945, amounted to \$326,777.51. However, net cash returns for the fiscal year ending March 31, 1949 totalled \$554,826.50. The percentage increase, comparing these two years, is a little more than 69 per cent in terms of dollar volume.

In common with all other manufactured products, the cost of books has risen sharply during the immediate past five years. It is difficult to calculate the exact amount of increase, but it is fair to state that the average advance in the prices paid by the consumer at the present time is approximately 40 per cent over prices prevailing at the end of the war. Some of the factors causing the higher prices are increased costs of materials, advances in union wage rates, rising transportation charges and in general greater manufacturing and publishing expenses.

In fairness to the publishers it should be observed that the book consumer is demanding high standards in the content and format of school books and that some part of the increased prices results from the efforts of the publisher to meet this demand. There is noticeable improvement in the quality of textbooks and library books.

A new factor which is presently causing a rise in prices is the devaluation of the **Canadian dollar** and here I would like to give you some information regarding the purchases of this **Branch**.

Respecting the origin of material for study as contained in our various curricula recommended as students' texts, reference books and books for school libraries:

The proportion of titles actually printed and published in Canada represented in particular by authorized textbooks—approximately 25 per cent.

The proportion of titles printed in the United States but available only through Canadian publishers represented by students' texts, reference books and library books—approximately 70 per cent.

The proportion of titles printed in the United States available only from American publishers represented by library books—approximately 3 per cent.

The proportion of titles represented by library books that are strictly English publications—approximately 2 per cent (purchased through Canadian distributors).

These percentages have no connection with dollar value. The effect of the devaluation of the Canadian Dollar on books imported from the United States by Canadian distributors has increased the list price in Canada between 10 and 20 per cent.

It is the policy of the Department of Education to make available, free of charge, to each student in Grades I-VI inclusive, a textbook reader. School divisions and school districts are permitted to make selections from a multiple listing of authorized standard reader series for the allotment of free readers to which they are entitled. Currently there are six series comprising twenty-two different titles which are available as free readers.

The distribution of these free readers is done by the School-Book Branch. The government appropriations which have been expended for free textbooks, during the past six years, are as follows:

1946-47	\$41,540.00
1947-48	41,655.00
*1948-49	75,235.00
1949-50	40,000.00

*It was necessary to secure a larger appropriation for the school year 1948-49 to take care of increased expenditures for new titles authorized in Grades IV, V, and VI to meet the needs of a growing school population and to replace many worn out readers.

Mr. Noble has been in charge of this Branch for 34 years. The growth and the success of the work of this Branch is due

to his skilful management and untiring efforts. He has, however, found it necessary this year to change a policy established a few years ago—that of supplying individual teacher orders at discount prices. Most of his work of handling this half million dollar business comes in the months of August, September and October, and the handling of individual teacher's orders resulted in delays in shipping and in increased overhead to such an extent that this part of the service will of necessity be drastically curtailed this year.

AUDIO-VISUAL AIDS, RADIO AND FILMS

OTHER Branches which have shown considerable progress are those concerned with the school broadcasts and the distribution of films.

In 1946 an appropriation of \$12,700 was made for films. At that time the stock of films, silent and sound, amounted to approximately 700 and shipments to schools numbered 8375. In 1949-50 the appropriation went up to \$20,000, the stock of films was doubled and shipments were almost 20,000. Film costs have gone up, as has everything else, the present average cost being \$57 each for sound films and \$30 for silent pictures.

The demand for films is increasing. All films are screened before being purchased and the department prepares guides for use with the films. There is much more involved than just showing the film if it is to have any real educational value. There must be classroom preparation before showing the film and there must be follow up activities afterwards.

School Broadcasts are now playing an important part in our curriculum—45 minutes per day is given to the programs, which include:

Music, English, Current Events, Social Studies, Speech Training, Oral French, Broadcasts to Parents.

While these programs are meeting with increasing success, not all stations are available for use during school hours.

A great deal of co-operation is necessary and the various departments of education, radio stations, C.B.C. and others try to work together on these school broadcasts. Teacher registration for these broadcasts has increased two and a half times over that of 1946.

The broadcasts attempt to present the material in a manner suited to the grades for which they are intended. They make the work of well qualified teachers available to the

one-room school on the frontier. Student and teacher guides are prepared by the best available talent. These broadcasts give great stimulation to both teachers and students.

The Provincial Marketing Board has been of considerable help in the purchasing of radios for schools. We appreciate the assistance it has rendered. The Department provides grants in aid of the purchase of radio and film equipment. Practically 100 per cent of the film and broadcast service is paid for by the government.

HANDICAPPED CHILDREN

WE do not have the facilities in Alberta to care for the education of handicapped children most of whom are blind or deaf children. As a matter of fact the numbers would not warrant the establishment of special schools for this purpose, particularly since that would require special equipment and specially trained staffs. We pay the costs of transportation to schools outside the Province, tuition and board . We also pay the expenses of escorts to and from the schools at the beginning and end of the school year.

Here are the figures:

In 1949 there were 83 deaf pupils. These were sent to Montreal, Saskatoon and Vancouver.

Thirteen blind children were accommodated at Brantford and Vancouver.

The costs borne by the Provincial Government for these services were:

1946	\$35,772.95
1949	50,695.72

Besides the assistance mentioned we provide correspondence courses, free in many cases, and assist by substantial grants to special classes for handicapped children in the various cities in the Province.

TECHNICAL INSTITUTE

NEXT I wish to speak on one of our most important branches, the Institute of Technology and Art. This institution which specializes in the training of skilled artisans and craftsmen has passed through a difficult period. During the war, the buildings and many of the staff were taken over by the Dominion Government for the training of service personnel. This disrupted the work of the Institute and it is only in the last two years that it has returned to normal operation with a full and efficient staff in its own quarters. Even yet it is seriously handicapped by temporary buildings and by the fact that a large part of the grounds is still occupied by temporary housing. There appears to be a chance that this situation will be corrected by the end of the present year.

With the increasing industrialization of the province and the new demands for skilled craftsmen and supervisors in industry, this school will undoubtedly need to expand at a very rapid rate in the coming years, particularly since it is gradually taking over the training of apprentices in various trades.

The training performed in this Institution embraces the following subjects: aeronautics, auto mechanics, building construction, wireless, industrial electricity, machine shop, mechanical and survey drafting, radio, tractor and farm mechanics, welding, art, dressmaking, restaurant management and many other useful courses of a practical nature.

The student enrolment is steadily increasing. Almost 800 students attend day classes, 670 attend evening classes, and 357 are registered for correspondence courses. The evening classes and correspondence courses are of a very valuable nature. The total staff now numbers 111 including part time instructors.

The current expenses are necessarily going up also.

From \$72,845.00 in 1945-46 they are now approximately \$257,000 this year. Some contribution is received from the Dominion Government under the Vocational Schools Assistance Agreement.

Whereas university enrolment shows signs of decreasing, it is very evident that we can expect an increase in the Institute enrolment and we must expect that not only current expenditure will go up but there must also be capital spent for more buildings and equipment in a very short time, especially since apprenticeship training is to be continued there.

It is gratifying to note that employers have been anxious to secure trained artisans and at the end of each term the graduates have been placed without difficulty.

CANADIAN VOCATIONAL TRAINING

THIS activity of the Government, administered by the Department of Education, is in effect a vocational training service for other Departments:

Industries and Labour—Apprentices

Health—Nursing Aides

Agriculture—Butter and Cheese Making Course

Education—various

Lands and Mines—Forestry

Under the Department of Education it is basically a program to assist handicapped persons whether their disability be physical, economic or social. Persons are referred to Canadian Vocational Training by the National Employment Service, Workmen's Compensation Board, Alberta Tuberculosis Association and Welfare Organizations. There are also trainees who have been victims of poliomyelitis or accidents, who do not come under the Workmen's Compensation Board.

This service provides classes for other Departments such as the Nursing Aides School. Started as a rehabilitation project in 1946 but now a regular course, it has trained and certified 341 Nursing Aides and has 126 in training at present. Apprenticeship training was started in 1945 largely for veterans and has grown annually until during 1949 we had 1109 apprentices taking their technical classes at a Canadian Vocational Training Centre.

The major activity of this branch during the past five years was the Rehabilitation Training of Veterans but the magnitude of this task is not reflected in the annual estimates because it was largely financed through the use of a revolving fund provided by the Dominion. Expenditures under this schedule for the year 1945-46 exceeded a million dollars.

The total number of veterans receiving training in this Province through Canadian Vocational Training from 1945 to 1948 was 14,887. This figure does not include men who were indentured apprentices and trained as such.

Aside from vocational training the major work was in the field of pre-matriculation classes attended by over 4,000 persons.

Our oldest continuing project is the Health and Recreation program and dates from 1938 when it was under Youth Training. Statistics for the period 1945 to 1949 show that the number of communities participating rose from 63 to 83, leaders actively engaged from 105 to 212, total number of classes per annum from 8,400 to 9,500, leaders trained annually from 110 to 178.

During this period there was a total of over 800,000 recorded sessions of courses on Health and Recreation groups. Services provided by the Health and Recreation Branch are:

- (1) Leadership training courses in physical recreation (summer leadership school, winter conferences for certificated leaders; playground leadership course; basketball coaching school).
- (2) Remuneration to certificated leaders for approved physical recreation classes conducted in home communities.
- (3) Purchase of physical recreation equipment for approved classes (repayment permitted over a fifteen month period).
- (4) Consultative services to communities and organizations on recreation problems and developments.

Present activities of Canadian Vocational Training:

Apprenticeship training in all designated trades (exclusive of work at the Institute of Technology and Art).

Dairy Course—Edmonton

Nursing Aide School—Calgary

Watch Repair School—Calgary

Commercial Classes—Edmonton

Vocational Classes—Calgary

Construction Classes, Veterans Land Act—Lethbridge,
Calgary, Edmonton, Red Deer, Grande Prairie, Peace
River.

Health and Recreation Program in communities.

Financial Assistance for university students and nurses-
in-training.

All activities of the Canadian Vocation Training program are carried out in co-operation with the Dominion Government through agreements with Federal Departments of Labour and Health and Welfare.

CONCLUSION

IN CONCLUSION, I wish to pay tribute to the staff in the Department of Education, both those of the inside staff and those who are out in the field. They have worked willingly and co-operatively. They have done a splendid job. Without their whole-hearted assistance my position would have been much more difficult. I want to say "Thank You" to all of you.

SUPPLEMENTARY STATISTICAL INFORMATION

(Abstracted from the 1949 Annual Report of the
Department of Education)

(Comparative figures where given are for 1944-45)

GENERAL

Number of pupils enrolled	160,821	(152,532)
Number of teachers employed (excluding correspondence supervisors)	5,779	(5,945)
Number of one-room schools	1,843	(2,001)
Number of school vans operated	881	
Number of pupils conveyed daily	19,819	
Number of high school teachers (including private schools)	1,042	(892)
Circulation of films to schools	19,778	(nil)
Circulation of film strips	8,415	(nil)
Candidates writing Grade XII examinations (one or more subjects)	6,531	(5,384)
High School Diplomas issued	2,700	(2,149)
Candidates writing Grade IX examinations	10,119	(10,220)
Grade IX Diplomas issued	9,093	(9,213)
Faculty of Education Enrolment:		
First year	579	
Second year	196	
Third year	140	
Fourth year	69	
Graduates	127	

1,111

Of the above 461 first-year students were enrolled in the Junior E. and I. (one-year) course.

Teacher training bursaries:

Jointly by Department and school board (\$300) 314

Department of Education (\$200) 116

TOTAL 430

Teachers transferring from Alberta to other jurisdiction 56

Teachers transferring to Alberta 155

Correspondence School Branch enrolment:

Elementary 7,189 (4,770)

Junior High School 2,056 (1,418)

Senior High Schol
(one or more subjects) 3,733 (2,523)

12,978

TAXATION:

Basic requisition rates of school divisions—1948:

14 but less than 16 mills 1 division

16 but less than 18 mills 2 divisions

18 but less than 20 mills 7 divisions

20 but less than 22 mills 7 divisions

22 but less than 24 mills 14 divisions

24 but less than 26 mills 8 divisions

26 but less than 28 mills 6 divisions

28 but less than 30 mills 3 divisions

30 but less than 32 mills 5 divisions

32 or more mills 4 divisions

57 divisions

(The rate levied by the municipality is usually slightly higher)

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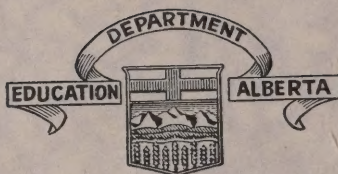
Casey, Ivan

Meeting our educational proble

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*Received
Oct 4 1950
Ivan J. Casey*